

PIN NEWSLETTER

Postsecondary International Network

Fall 2008 Edition

PIN Conference 2009 - New Zealand **Conference Theme: Sustainability**

Planning for the 2009 PIN Conference is well underway with co-hosts Christchurch Polytechnic Institute of Technology (CPIT) and Otago Polytechnic (OP) working to provide a stimulating programme of speakers, case studies and practical examples of sustainability-in-action. We are also planning a wide range of adventures and activities that showcase not only New Zealand's spectacular environment but its history and its unique wines and cuisine.

The conference commences in Christchurch on Tuesday, March 31, and finishes in Queenstown on Tuesday, April 7, with an optional day to pursue recreational activities on Wednesday 8 April. The first three days of the Conference (March 31 - April 2) will be hosted by CPIT. Travel to Queenstown will be via coach on April 3, and the final days of the conference, (April 4 - 7) will be spent in Queenstown hosted by Otago Polytechnic.

The theme for the conference is Sustainability and we are keen to have members present case studies, their perspectives and/or experiences in sustainable education or institutional practice. To this end we are asking members who wish to present to indicate to by e-mail to Steve Henry, Director, Centre for Sustainable Practice, Otago Polytechnic, at steveH@tekotago.ac.nz. To help us with our programme planning it would be useful to get an indication of the topic and if possible an outline of the content by the end of November 2008. These presentations should be no longer than 30 minutes, including time for questions. It is also our intention to hold facilitated workshop sessions following each of the keynote addresses. These are to encourage in-depth discussion of the issues and challenges raised in each keynote and to promote sharing of ideas and experiences. These will be summarised and presented back to the conference delegates.

Highlights of the programme planning to date include presentations on '*An Indigenous Peoples' Perspective on Sustainability*,' '*Wealth Generation through Identifying Sustainable Business Opportunities*,' and '*Sustainable Practice Frameworks to underpin Education for Sustainable Practice*.'

A companions' programme is being developed and will include opportunities to visit iconic New Zealand tourist attractions, shop, sample local cuisine and experience our stunning landscapes and natural flora and fauna.

Accommodation

Please note you are responsible for making your own airline and accommodation reservations. Hotel bookings and payment can be made direct by emailing jskidmore@orbit.co.nz (Quote ref. no. 179261 and the cut off date for bookings is 27.02.09). As there are a variety and limited numbers of some suites and rooms available bookings will be made in the order they are received.

Hotel rates, quoted in NZ dollars, include government service tax (GST)

POSTSECONDARY INTERNATIONAL NETWORK

The Heritage - Christchurch (In Tuesday 31 March – out Friday 3 April)

20 x one-bedroom suites - \$255

10 x Executive room - \$235.00

10 x deluxe rooms at \$205

The Heritage – Queenstown (In Friday 3 April – Out Tuesday 7 or Wednesday 8 April)

15 x Non-Lake view deluxe rooms \$206

10 x Lake view deluxe rooms \$246

14 x Lake view suites \$326

You can check out the hotel rooms and facilities on www.heritagehotels.co.nz**Flights / airports**

New Zealand has two international airports, Auckland in the North Island and Christchurch in the South Island. Most international flights arrive into Auckland but there are frequent connecting flights to Christchurch where the conference will begin on Tuesday 31 March. We will be providing a coach to transport all delegates to Queenstown on Friday 3 April where the conference will conclude its official business on Tuesday 7 April with an optional day for recreational activities on Wednesday 8 April. There are daily internal flights out of Queenstown that connect to Auckland or Christchurch for your onward international flights.

Intent to Register

An early indication of likely attendance would be appreciated by your hosts: Neil Barns (CPIT) and Phil Kerr (OP). If you are planning to attend OR if you think you may attend, please email Linda Reed (ReedL@cpit.ac.nz), Conference Coordinator, of your intent to attend. Providing this information will assist in ensuring a successful conference.

Conference information will soon be available at the PIN Website: www.pinnet.org.

We look forward to seeing you in New Zealand.

A Message from the PIN President, Craig Thomson **A Network for All Seasons**

For those of us in the northern hemisphere, suddenly it is autumn and of course, for those of us in the southern hemisphere it is spring. Our newest members in Bahrain are finding the weather cooler and in Scotland, we are bouncing between warm and cold as winter lets us know it is coming. The conference in Scotland last June seems like a long way back whilst PIN 2009 in early April in New Zealand approaches with undue haste.

As the new President of PIN, I am delighted and somewhat daunted by our prospects. I am confident that PIN will develop and prosper - our membership will increase and the range of engagement between members will extend and so strengthen greatly.

My thoughts around why I find PIN in such good shape and why we can be confident and excited (sorry, I do still get excited) about the future are relatively simple. However, rather than looking to the future, my thoughts involve a glance back to the immediate past. PIN's success and its prospects result from the excellent work done by John Maddock during his term as President; the work of John's

Executive Committee; the constant commitment of Bill Warner as Executive Director; and the engagement of members. My hat is off to them all.

As we move ahead, the challenges and opportunities for PIN are exceptional. The follow through from PIN 2008 sees us:

- at the front end of an international benchmarking initiative agreed at the conference;
- exploring shared developments on institutional leadership with PIN members from the USA joining this Autumn's leadership seminar for Principals/Chief Executives of Scotland's Colleges;
- planning inter-member visits thanks to financial support from PIN funds in one case;
- exploring joint work with global business in the travel and tourism sector; and
- reflecting on how the development of an international post-school sector with PIN as a driving force is a real prospect.

Grasping all of these opportunities and many others is down to us all – or to be personal for a moment – it is down to you. We do not need any reminder at the moment that we live and work in a global society. It is for us to think through the challenges and opportunities this presents for the post-school sector – for a global post-school sector. Let me (and I'm back to the personal again – sorry) ask you to think through how you are going to ensure that your institution engages with and supports PIN and how you will ensure that your institution benefits from this as we develop our global network further.

So, whether it is autumn or spring for each of you and whether it is getting warmer or colder, the points I want to make are relatively straightforward. PIN is in good shape. We have great prospects. The messages from PIN 2008 are central to how we move forward. The Edinburgh conference confirmed that we do have shared vision and values; we are a global sector; and we do need to think global and act local.

Make a decision now to look for ways to work with other members and start packing soon for PIN 2009. We have important business to address.

Record Attendance at PIN Conference 2008

Adam Smith College, Scotland, hosted the 2008 PIN Conference that attracted a record number of participants. Thirty-eight delegates and 22 companion/spouses attended this year's conference. Prime Minister Gordon Brown provided the welcome at the opening dinner. Conference presentations centered on the conference theme of "Postsecondary Learning in a Global Context." Presenters from education included:

- Brian Lister, Chief Executive, Scottish Further Education Unit
- Sam Shaw, President and CEO, Northern Alberta Institute of Technology
- Sue Pinder, Chair of the Association of Scotland's Colleges Principals' Forum
- Jan Doebbert, Executive Vice President, Alexandria Technical College
- Graham Donaldson, Her Majesty's Senior Chief Inspector of Education
- Fiona Hyslop, Cabinet Secretary for Education and Lifelong Learning, Scottish Government
- Craig Thomson, Principal and CEO, Adam Smith College
- Roger McClure, Former Chief Executive of the Scottish Funding Council
- Susan Bird, Principal, Stevenson College

- Jacqui Hepburn, Acting Director, The Alliance of Sector Skills Councils

Business and Industry presenters included:

- Peter Hughes, Chief Executive, Scottish Engineering
- Ken Munro, HR Director, Rosyth Royal Dockyard
- Graham Johnstone, Managing Director, Velux
- Charles Head, General Manager, Fairmont Hotel

All delegates participated in one of three Task Group sessions: (1) Thinking Global/Acting Local, (2) Shared Purpose/Shared Values, and (3) First Class/World Class. The task groups met at various times throughout the conference to explore their topics. Results were reported to all delegates at the end of the conference. One of the conference task groups indentified the need for PIN to sponsor a benchmarking project to identify leadership competencies of presidents/CEO's/principals. The project would review benchmarks that are currently available in each country/province/state. A separate report on all task group work will be provided to all members later.

The PIN business meeting was held and the minutes have been distributed to all members. A copy of the minutes is available at the PIN website. One of the meeting highlights are the reports from each delegate on issues at their college, state/province, and country.



PIN group at the Forth Rail Bridge prior to embarking on a jazz cruise aboard the Maid of the Forth

In addition to the business sessions, Adam Smith College provided a variety of social and cultural events for all participants. Events included a traditional Scottish buffet supper of haggis, neeps

(turnips) and tatties (potatoes), Scottish Ceilidh (traditional Scottish dance), the Royal Highland Show, Ghost walk of Edinburgh's Old Town, reception at the Scottish Parliament, tour of a Scotch Malt Whiskey Distillery, a Jazz Cruise on the Maid of the Forth, and a golf outing at St. Andrews.



Collage of 2008 PIN Conference

New Member Bahrain Polytechnic by John W Scott, CEO - Bahrain Polytechnic

Let me, as one of the longer serving members of PIN, introduce the **newest member Polytechnic**.

I joined PIN through Wanganui Polytechnic in 1988 as one of the first two New Zealand PIN members, moved to Christchurch Polytechnic (CPIT) in 1994 and brought CPIT into PIN. I retired in 2006 attending my last PIN conference in St. Paul that year. Sometime during those years time I was President of PIN and hosted the first PIN conference in New Zealand. Apart from my retired friends such as Tom Thomas and John Skitt, I expect Bill Warner is the only current active PIN member who has been around longer.

Well I thought I had retired until this opportunity came along! Being retired had its benefits but there was always the sense of being out of the front line of what has been my life, education. I have always been committed to the values and the vision of PIN. At the heart of PIN has been the human dimension of internationalisation built on personal friendships and respect between committed educationalists.

Well, this is my third time around so to speak. I have been working almost 2 years on this project in Bahrain to design, develop and lead the newly established Bahrain Polytechnic. In fact, I am writing this brief update at the end of what has been a very busy and wonderful day.

Today we opened our doors to the first cohort of 240 young Bahraini men and women who have become our founding students. These students will be the first of what is planned to grow to a 7000 plus student body.

Bahrain has committed itself to wide reaching Economic reforms, anticipating the inevitability of the decline in oil production. While oil only accounts for 11% of the economy of Bahrain much of Bahrain's income is still dependent on the oil industry and its relationship with its two oil rich neighbours, Saudi Arabia and Qatar. Bahrain has positioned itself as the banking and financial centre of the Gulf States, and is preparing to build on its greatest asset, its people. At the heart of these reforms is the need to reform most aspects of the education system with a strong emphasis on quality, and applied education.



Campus visit from Deputy Prime Minister, Sheikh Mohammed Mubarrak

Bahrain is a small island off the eastern coast of Saudi Arabia linked by a 24km causeway. It is in the process of building another 52km causeway to link with southern neighbor Qatar. Bahrain is currently home for the US fifth fleet, which has replaced the traditional British "protection." Consequently, virtually all international business is conducted in English. Bahraini are wonderfully friendly, tolerant and generous people. Considered the most liberal country in the gulf, it has a weekend influx of approximately 70,000 Saudi and others who come to enjoy the nightlife and relaxed environment.

Bahrain has a small indigenous population of only about 800,000 people and almost the same number of expatriate workers. The desire to reduce the reliance on the expats means there needs to be more Bahraini educated to take their place. No one under-estimates the challenge of developing the work ethic necessary to get Bahraini to work in the trades areas for example; an employment sector almost entirely staffed by Asian; Indian, Bangladeshi and Indonesian workers.

The Polytechnic is focused on high-level technician and applied qualifications all delivered in English. We are in the process of scheduling the purchasing of appropriate qualifications from high quality providers around the world. These will be adapted to Bahraini needs. Essentially this requires all three-year degree programmes to be extended to 4 years to ensure the concurrent development of English to a level adequate to progress and succeed. Students entering the Polytechnic will be required to meet a predetermined English level, which in turn determines whether they will be required to do a foundation year or enter directly into the degree programme of their choice.



Current Campus



Proposed Future Campus

And that is where PIN comes in. We will be looking for exchange opportunities for both student and staff. We are seeking top quality programmes and/or courses for adaptation and we are keen sometime in the future to host a conference here in the Gulf. Then of course there is always the opportunity for you as members to use us to introduce links into what is a stimulating environment.

News From Around the PIN World

Georgian College, Ontario Government, Announce Plans to Build Sustainable Technologies Centre College News Release

In a joint announcement, the Hon. John Milloy, Minister of Training, Colleges and Universities and Brian Tamblyn, President and CEO, Georgian College unveiled a \$6.5 million funding investment for essential upgrades at Georgian's Barrie Campus.

The funding will help the college build an 18,000-sq.-ft. Centre for Sustainable Technologies, which will house new and existing construction and energy-related programming and skills training. Construction of the skills centre will solve an existing critical space shortage at Georgian and meet the training needs of the technology and skilled trades industries.

"The funding announcement through the province's *Skills to Jobs Action Plan* comes at a critical time for Georgian College as it addresses two significant challenges," said Tamblyn. "First, investment in the Georgian College Centre for Sustainable Technologies will allow the College to address serious capacity issues at a time when our classrooms and labs are stretched to the limit. Secondly, this significant provincial contribution will greatly strengthen our ability to provide timely education and skills training urgently needed by our many industry partners."

The total cost of the project is \$6.7 million. Of this amount, \$4.65 million will come from the province's *Strategic Skills Training Capital Investment Program*; \$1.7 million will come from industry partner support. About \$450,000 has already been contributed by industry.

The Centre will be physically located between Georgian's Skilled Trades Centre and the Engineering Technology building at the Barrie Campus and will create a literal and academic link between technology and skilled trades. Construction will begin by September and will conclude prior to the fall 2009 semester benefitting the region with immediate short-term employment and ongoing skills training capacity.

The Centre for Sustainable Technologies will create a total of 153 student workstations and include space for a Design Lab, High Voltage Electrical Lab, Surveying Lab, Materials Testing Lab, Industry-based Technical Reports Laboratory, Computer Lab and Innovative Technology Lab.

The College anticipates the following range of programming will be delivered at the Centre:

- Electrical - Power (new program, pending approval)
- Electrical - Automated Systems (expanded existing program)
- Electrical - Lineperson (new program, pending approval)
- Architectural (new for September 2008)
- Construction/Civil (new program, pending approval)
- Environmental (expanded existing program)
- Pre-Technology (expanded existing program)

Prime Minister Launches Adam Smith College 'CREATE' Project College News Release

Prime Minister Gordon Brown MP, in his role as Chancellor of Adam Smith College, today visited the college's Stenton campus in Glenrothes to launch a sector-leading project designed to improve access to Further Education and Lifelong Learning opportunities through eLearning.



Pictured (left to right): Graham Johnstone, Chairman of the Board of Governors and Gordon Brown the Prime Minister and Chancellor of Adam Smith College.

The European-funded CREATE (Creating Equal Access to Education) project will address the skills gap and focus on ways to engage hard to reach learners and employers in the Creative Industries using digital technology, including the internet, interactive television and mobile phones. Adam Smith College will lead the partnership with partner Colleges, Universities, Business Gateway and industry representatives during the three-year project to share knowledge, skills and good practice.

The Prime Minister was welcomed by Graham Johnstone, Chairman of the Board of Governors, Shirley Scott, Vice-Principal of Adam Smith College, and Aileen Lamden Executive Director of the Centre for Creative Industries.

During his visit to the college, The Prime Minister toured the college's state-of-the-art facilities, chatted to students and viewed examples of student work in the Creative Industries area.

Speaking at the launch, the Prime Minister and Chancellor of Adam Smith College, Gordon Brown MP, said: "I am delighted to visit Adam Smith College today, to meet the students and staff and to see first hand the excellent facilities and fantastic work that is going on in the area of Creative Industries. It is also a pleasure to formally launch the CREATE project which, led by Adam Smith College, is enabling Scottish Colleges to lead the way in Europe with exciting initiatives in eLearning."



Gordon Brown (left) chats to Steven Docherty who is studying NC Intro to Games Technology.

Shirley Scott, Vice-Principal of Adam Smith College, commented, "We are delighted and honoured to welcome the Prime Minister to the Stenton campus to officially launch the CREATE project. The Prime Minister's support for this project and for the Creative Industries is invaluable and is a tremendous boost for the college.

"By tapping into emerging digital and interactive technologies, the CREATE project is a fantastic way to capture the interest of school leavers, encouraging them to continue their education and training beyond school."

New Zealand PIN Members Win ITP Awards Institutes of Technology and Polytechnics of New Zealand News Release

Institutes of Technology and Polytechnics of New Zealand (ITPNZ) gave out the following awards to PIN members at an August ceremony held during its annual conference.

The **Global Role Award** is for a practice that materially prepares New Zealanders to live and work in the wider world or supports the development of education on other countries. **Winner: Otago Polytechnic for its Education for Sustainability Programme**

Otago Polytechnic has set itself a goal of “every graduate may think and act as a sustainable practitioner by 2009”. This goal is aimed at contributing to a better community, producing graduates across the institution with relevant skills and values, and about working closely with industry to both identify and achieve sustainable practice in each discipline. The initiative is based on the goal of preparing every graduate of the institution with education for sustainability (EfS) across all disciplines and programmes.

Otago has integrated sustainability across its operations including programme design, staff development and even student entry surveys, to provide a baseline for measurement of change. Otago has also been working on waste and carbon audits, recycling, polybikes, fleet management, and supplier agreements.

Among numerous other projects, a Living Campus initiative is underway incorporating the development of a community garden, an interactive open-air experience, and enhancing the sustainability of the campus. Otago is also hosting, organising, and participating in, the Sustainable Habitat Challenge – a national collaborative project for teams around New Zealand to design, develop, and build sustainable housing in their local community. Otago is committed to the idea that sustainability should be integrated in all activities of daily life, and therefore should be part of tertiary and vocational training.

The **Innovative Support Services Award** is for a support service that enables and facilitates innovation. **Winner: Universal College of Learning (UCOL) for its Student Resource Centre**

UCOL’s Student Resource Centre is an accessible and enabling innovation that provides students with a central hub for services that are essential to their study. Its culture is student-friendly and approachable as well as efficient and convenient. Feedback from staff and students is overwhelmingly positive.

Improving service for students was the key goal in setting up the Student Resource Centre. A further goal was to assist lecturers in the reduction of their workload. In particular, the sometimes haphazard handing in of completed assignments and the time taken to collect, and then distribute marked assignments back to students, was encroaching on their available teaching time. By diverting non-teaching activities away from the classroom, the centre relieves the pressure on, and workload of, faculty staff, so that they can focus on the quality of their teaching.

Centre staff designed a central collection point for assignments, where students could also pick up their completed assignments. Students and staff are clear when an assignment has been handed in, students can track the progress of their assignment marking online and teaching staff members are freed up from a stream of students handing in and picking up assignments.

This simple, but important, function of the centre has made a real difference to student convenience and teaching staff time. Students and staff also made it clear in their evaluations that the quality of this service was exceptional and made a real difference to their feelings about the potential for stress in dealing with assignments.

The **Cooperation for Results Award** is for cooperation with other education providers, the community or industry, leading to enhanced results. **Winner: Phil Agnew from Christchurch Polytechnic Institute of Technology (CPIT), for TradeFIT**

Phil Agnew is project manager for TradeFIT – a new approach to industry training developed at the Trades Innovation Institute (TII) of CPIT. This project is a co-operative venture between CPIT, Tai Poutini Polytechnic (TPP) and industry. It addresses areas of training that have not traditionally been offered by ITPs, such as commercial construction, transportation, distribution and warehousing. It also provides extended experiential training opportunities in plumbing, drain laying, gas fitting and brick/block trades for the South Island.

A key feature of the project was that it enabled construction students to build houses in a sub-division situation. This enhanced the pre-trade students' abilities to understand the synergies between the trades when working under pressure of time in a 'real-life' scenario.

Industry contribution was crucial to the success of the project and Phil Agnew's entrepreneurship was instrumental in making these relationships effective. Support garnered from industry came from services and advice as often as it did from goods, equipment or money. Phil ensured that the project was built around ongoing and mutually beneficial relationships where both sides of the partnership gain. One hundred thirty five partnerships have been developed with firms, to match a cash contribution made by the TEC through its Partnerships for Excellence fund. Industry partners now approach CPIT to become involved and TradeFIT is a working and effective training site that buzzes with activity.

Bright Sparks Connect Into Green Business at Gordon Institute of TAFE College News Release

Electricians will connect into a new green solar power course when one of Australia's leading training institutes takes it on the road and into workplaces across the country. The Gordon Institute of TAFE aims to meet a growing demand from electricians keen to seize on new green business opportunities.

The Photovoltaic (PV) Grid Connect course trains electricians to install a domestic solar power system with the connection back to the main power grid, reducing a household's demand on the nation's power supply. Electricians require the training to gain accreditation from the Clean Energy Council as households can only claim a rebate from the government if the electrician they use has accreditation.

Installing a solar power system in an average home costs around \$12,000, although the government has introduced a rebate as an incentive that reduces the price by about \$8000.

The Gordon Institute of TAFE began teaching the course at its East Geelong campus last month. Electricians at local firm, Gordon McKay Pty Ltd, were among the first to take part. The company's Jamie Wekwerth says the training makes good business sense. "We're looking at future business opportunities. We want to train the guys for what the future holds," he said.

He said at the moment the company did not work much with solar power but that over the next three years they expected that business to grow substantially.

"We want our guys to be trained up and experienced for when that change happens," he said. Electrical Trades Teacher, David Weston, said the idea of renewable energy had become more mainstream over the years and was no longer viewed as an "alternative" idea. He said the grid connection aspect of solar power was just one area of training for electricians that would be built on in the future. "We're at ground level. The industry is still in its infancy. There's a lot of growth to happen," he said.

Century College Expands Global Studies Opportunities College New Release

Century College is expanding its global studies opportunities to include a new “learning abroad” summer trip to Nicaragua, four new international courses and a student exchange program in Nicaragua planned for next winter.

The summer Nicaragua trip, the first international trip organized by Century - includes a three-credit course and service learning opportunity at an orphanage and school in Leon. The two-week trip is led by two Century instructors, Kelly Wray and Carol Randall.

“Our goal is to prepare students to live and work in a global society,” said Prof. Tracey Wyman, director of global studies and service learning at Century. “The expansion of learning abroad opportunities for Century students has been about three years in the making.”

Spanish Prof. Kelly Wray said Nicaragua was chosen for Century’s first service-learning abroad opportunity because it is one of the safest countries in Latin America, the people’s need for assistance is great and Wray has contacts in the country who helped set up the program.

Wray said students who sign up for the Nicaragua service-learning opportunity not only will earn three college credits, but they also will experience what it is like to live in a developing country. “Nicaragua is a very poor country and the people are really struggling with the energy crisis,” said Wray. “Both water and electricity are rationed, and basic goods are in short supply. But the spirit of the Nicaraguan people is remarkable. They really demonstrate what can be done through sheer willpower.”

The new four courses that have been added to the 29 existing courses in the global studies curriculum are: Introduction to Humanities: A World View, An Introduction to African Literature, Middle Eastern Literature, and Introduction to Eastern Philosophy.

Century now offers a 15-credit global studies certificate that provides a multi-disciplinary approach to understanding the interdependence of people and nations around the globe. Students can choose courses from a variety of fields, including anthropology, literature, geography, history, humanities, music, religions and communication. By taking a variety of courses with a common focus, students learn to analyze political, economic and cultural elements of contemporary societies. This certificate complements many academic fields and any career that benefits from an international perspective.

The learning-abroad trip planned for December 2008 to January 2009 over winter break will enable about 20 Century students to study Spanish in Nicaragua at a private language academy for three weeks. The Century students will be paired with Nicaraguan students and stay with them in their homes. In January, the Nicaraguan students will fly back with the Century students and stay in their homes while they study English at Century.

SAIT Update

Submitted by Gordon Nixon, Vice President, Academic

The 2008/09 academic year looks to be another very busy year at SAIT. On the academic programming side, our proposed B.Sc. in Internetworking degree continues to move through the Alberta Government’s approval process, with another major step—an institutional site visit—scheduled for early November. We recently submitted our proposal for a Bachelor of Business

Administration in Accounting degree, and are awaiting the government's feedback on this proposal. Work continues on two other proposed Baccalaureate degrees.

We have obtained government approval for a new Energy Asset Management Diploma program, which is scheduled to begin in the 2009/10 academic year. We have also received governmental funding to expand many programs. Five of these programs are in the School of Health and Public Safety, and include the Medical Radiologic Technology, Medical Laboratory Assistant, Medical Laboratory Technology, Diagnostic Medical Sonography, and Respiratory Therapy programs. The remaining three programs include Legal Assistant (School of Business), Baking and Pastry Arts (School of Hospitality and Tourism) and Civil Engineering Technology (School of Construction). These expansions will help us meet the ever-growing demand for our graduates.

On the facilities side, our new 22-story residence has opened its doors and is in operation. The residence accommodates 715 students. All units are wired for cable and internet access. The residence also includes 21 lounges, 2 meeting rooms, a game room, and a study room. Both of the building's commercial operations (a grocery store and a Starbucks coffee shop) have been in operation for several months. Work continues on schedule with the construction of our new underground parkade. Finally, the Alberta government recently announced \$300 million in funding towards our proposed new Trades and Technology Complex. This 600,000 square foot building will add 3,600 more apprenticeship, certificate, diploma, and applied degree spaces, in the energy, construction, and manufacturing sectors.

Our international activities continue to grow. Our Global Education Network has been busy. We sent a group of students to Box Hill Institute (in Melbourne) in late June to take part in a three-week project management study tour, along with students from Box Hill as well as from our other GEN partner institutions, the Institute of Technical Education (Singapore) and Kirkwood College (Cedar Rapids, Iowa). We are currently hosting a group of 24 students and faculty from Box Hill and from ITE. Ten different academic programs, in four different academic schools, are involved in this short-term study tour.

We have also become involved with the Transatlantic Exchange Partnership, a collaboration of three Canadian and three European post-secondary institutions. Over the next three years, we will send students from our Manufacturing and Automation programs to complete semester exchanges at our European partner institutions, and will in turn receive their European students to complete semester exchanges at SAIT.

Finally, we are beginning to gear up towards World Skills 2009, to be held September 2-5, 2009. This event, which will attract 1,000 competitors and 150,000 visitors to Calgary, is the largest event in Calgary since the 1988 Winter Olympics. SAIT is a founding partner of World Skills Calgary 2009, and is the official host of the headquarters office. The SAIT campus is the site of the WorldSkills Competitors' Village.

Sheridan Institute Opens Centre for Healthy Communities
Submitted by Susan Atkinson, Manager, Media Relations & Editorial Services

Sheridan Institute of Technology and Advanced Learning opened its newest learning facility earlier this year at its Davis Campus in Brampton, Ontario. The Centre for Healthy Communities is a unique facility that brings together in one location a variety of programs that focus on physical, mental and psychosocial health. These programs include Practical Nursing, Personal Support Worker, Pharmacy

Technician, Social Service Worker, Police Foundations and Emergency Management, and Athletic Therapy and Exercise Science and Health Promotion.

By concentrating health and wellness education and training in one location, and exposing this set of diverse, but related, professions to each other, Sheridan hopes to produce more well-rounded professionals. Students in the Practical Nursing and Pharmacy Technician programs, for example, share collaborative learning experiences in the disbursement of drugs in a hospital setting. Pharmacy students have the benefit of two fully-equipped labs, one for hospital and the other for retail practice, in which to hone their skills. Nursing students apply their classroom learning in the program's 8,000 sq. ft. nursing lab which houses 24 hospital beds, a simulation pod with eight robotics, and an 'activities of daily living lab' which simulates the home environment.

The co-location of police training and social service programs is expected to also foster valuable interdisciplinary learning. "Public safety and social service workers are on the front lines in the community tackling some of the most challenging problems we're facing as a society," says Helen Allen, Dean of Sheridan's School of Community and Liberal Studies. "By bringing their education and training together in one place and exposing these professions to each other, they'll get a better understanding of how each does their job and what each can offer to provide solutions to issues like those facing youth."

The Centre for Healthy Communities is an 84,000 sq. ft., 3-storey facility that was designed and built to achieve LEED Silver certification – a fitting designation for a community health-focused facility. One of the centre's features is a 'living wall' in the lobby – a vertical wall covered in vegetation used for filtering air, which contributes to a healthier indoor environment.

Located adjacent to the lobby is the 10,000 sq. ft. integrated Athletic Therapy Centre with a therapy pool, human performance lab, an exercise institute and research centre, and a human anatomy lab. This impressive space is home to students in Sheridan's Bachelor of Applied Health Sciences – Athletic Therapy students, who gain valuable practical experience in the on-site clinic that serves Sheridan students, faculty and staff, as well as the broader community. These labs will also see extensive use by students in the Bachelor of Applied Health Sciences – Exercise Science and Health Promotion, a new degree program launched this fall that focuses on preventive health measures and intervention programs designed to promote overall community health.

Reinventing College Towns

By Joe Sertich, President, Sertich Consulting and PIN Executive Committee Member

Being a college president for thirteen years convinced me of the importance of addressing the interdependence between a campus and its town. By my third presidency, I saw the need to brand a strategy to revitalize community.

We gathered 90 stakeholder partners in a full day meeting at Ironworld, a discovery center for the region to preserve its rich heritage and history. The local residents focused efforts on a place-based institution with the capacity to serve as a catalyst for pulling up the towns across Northeast Minnesota. That was in November 2000.

"True North," in navigational terms, is a precise measurement used to calculate one's direction. In this part of the world, "True North" came to symbolize a drive to unleash the potential of unique and resourceful college towns for what has been a hard-hit region. The goal was to use colleges as a

catalyst to help local communities become viable places to live, learn, work and grow. Through a structured process of guided intervention, colleges and their communities learned how to change. I guess you could call it the first steps of reinventing college towns.

We believed we had a society and lifestyle worth sustaining in the northland of America. Small to medium-sized towns represent the very foundation of society. These towns are the primary source of many aspects of our religious beliefs, traditional notions of family and property, and work ethic. These communities also afford an environment where we can enjoy the great outdoors, those things we love doing, whether it is bicycling, hiking, skating, or just meeting with other people. These are things we believe are important to a good quality of life.

Healthy communities require a strong economy, dependable healthcare, and basic infrastructure, including service and faith-based organizations. But demographic changes, usually driven by the economy, can overpower the healthy pillars of a community. That is what happened on Minnesota's Iron Range, mostly because of its reliance on a natural resource-based economy under increasing global pressure. We identified three existing industries critical to the future of the region: taconite mining and processing to make steel; timber; and tourism. In the face of challenges to these industries, people became very resilient; people were able again and again, to respond to changes in the economy. This can also create a kind of lassitude, thinking the economy will eventually come back on its own. That is why higher education, government, and the private sector needed to come together to guide a process for change.

There was no better part of my job than getting our college faculty, staff, and students engaged with the town in ways that changed the traditional pattern of interaction. Each college town created a TechNorth Prep Center on its main street – for high-skill technology education and business development. We developed an ongoing alignment strategy to bring problem solvers, leaders and resource managers together in order to facilitate economic growth.

Today there are \$6 billion dollars of private investments in development throughout the region. Once hard-hit, communities are preparing for housing expansions, public infrastructure improvements, and increased population, including a migration of “downshifting “ Boomers. The area is building off of its unique assets, like natural beauty and quality of life, while utilizing its higher education institutions as catalysts for this change. Each college town is reinventing itself to attract wealth to the community.

So, if you are still wondering why a college president is concerned with investments, economic growth, community development and jobs, it is because of the saying, “As communities go, so go their colleges, and vice versa.” No one has or should have a greater stake in the future of their town than those of us who live in it and love it. Geography, history, economics, and politics combine to create an environment where strong community ties can help people to work together.

Students Wing It at Coleg Llandrillo College News Release

An exciting new initiative, which was unveiled at Coleg Llandrillo Rhyl in late September, will not only give students the chance to enter the aeronautics industry, but will give the industry an injection of local, highly-qualified personnel.

The Certificate in Aeronautical and Automotive Refinishing (Level 2) is a 1 year, full-time programme that will be delivered at the College's Centre for Automotive Technology (CAT). The Centre is the leading automotive centre in Wales and one of the finest in the UK.

Tim Peel, Deputy Director of the College, and Huw Evans OBE, Principal of Coleg Llandrillo Cymru, were recently invited to visit one of Europe's leading aeronautic painting and sealing companies. STTS, who have hangars in Broughton, France, Spain and the Netherlands, currently have two of the College's Modern Apprentices under their wing. One of the students has recently been flown to hangars in Toulouse and the Netherlands due to the demand for highly-skilled staff. STTS has just received over 30 million Euros in government funding to build a new hangar in Toulouse.

The company was so impressed with the quality of the trainees' work, that they asked the representatives from the College if they could initiate bespoke training for the industry. Realising that there was a demand for such a course, the College has developed the Level 2 certificate, which will give the people of North Wales the opportunities for high-flying careers. The unique selling point of the course is that it will prepare students not only for the aeronautical industry, but also for the automotive industry.

STTS performs paint sanding and stripping operations on new commercial and military aircraft, corporate jets and helicopters. Last year, the company worked on 90 new Airbus aircraft, 20 corporate jets and 150 military and general aircraft in 10 painting hangars.

The multi-award winning CAT is going from strength to strength after one of its students was presented with one of the most prestigious and coveted awards the industry has to offer. Josh Custy from Rhyl, beat off over 50,000 students to claim the national title of 'Institute of Motor Industry Student of the Year', which was presented to him by HRH Prince Michael of Kent earlier this summer.

The icing on the cake was that Coleg Llandrillo Rhyl's Centre for Automotive Technology – where Josh is completing his training - came in the top 5, from a network of over 400 approved centres, for the national 'Centre of the Year' award. This is the premier award for all IMI approved centres, which shows staff, students, their employers and local businesses that the organisation is committed to the highest standards of training excellence.

Eastern Institute of Technology Launches Online Graduate Diplomas in Viticulture and Wine Science

Written and released by Mary Shanahan for EIT Hawke's Bay Marketing Director Brenda Chapman

A New Zealand first, EIT Hawke's Bay's online graduate diplomas in viticulture and wine science are proving a drawcard for people aiming to change career direction. Next year provides two entry points – February and July – for the inaugural intakes for the Graduate Diploma in Viticulture and Graduate Diploma in Oenology.

The part-time programmes, available online and on campus, are attracting widespread inquiries and enrolments. Head of EIT's School of Viticulture and Wine, Diane Marshall says they have been designed for graduates with a science or a science-related degree wanting to specialise in either viticulture or winemaking. The part-time study will allow people to continue in full-time employment and to complete the qualifications within two to three years.

Generally, science graduates will have the prerequisite basic sciences, but if the degree does not include these, then EIT is able to offer required degree level courses online. Distance study is already a well-established option for the institute's wine science and viticulture students. EIT continues to offer its well-established Certificate in Wine by distance, and the Bachelor of Viticulture and Bachelor of Wine Science can be studied as separate or concurrent degrees on campus or by distance learning.

This year, EIT went online with its distance degree programmes, which schedule in compulsory practical residential schools held in Hawke's Bay each semester. Diane Marshall says the new graduate diplomas make sense for EIT – "they are capitalising on our experience with online learning and course development for the online degrees."

Supported by the New Zealand wine industry, they will provide a shorter pathway into winemaking or viticulture for people who are already science graduates

"Graduates are very focused; they see the end point more quickly. They have been through university learning once already and have picked up independent study and assignment skills. "We believe they will cope well with going into a level 7 course – they are study smart people and know how to be successful students."

NAIT Helps Alberta Companies Source Skilled Workers in India **Submitted by Sherri Krastel, Manager, Department of Corporate Communications**

More than 2000 skilled workers from four cities across India turned up to apply for skilled jobs in Alberta. The long line snaking its way to the Alberta Job and Education Recruitment Fair told the story.

In partnership with three Alberta-based companies and the Alberta Government, NAIT sought to attract and recruit many of these Indian applicants for future employment in Alberta's skilled trades and hospitality industries.

Through its NAITfind program, a team from the Institute assisted PCL, OPTI Canada Inc. and P&H MinePro Services fill their labour needs. For eight days, the NAIT team screened and assessed skilled workers in the cities of Cochin, Baroda, Delhi and Chennai.

Alberta's booming economy requires four hundred thousand skilled workers to support \$250 billion worth of work in the next 10 years. NAITfind's mandate is to match the labour needs of organizations throughout the Province of Alberta with highly skilled individuals from across Canada and around the globe.

NAIT is very pleased to be able to offer clients a full service option through NAITfind to help them recruit, select, train, and retain the skilled labour force they need to remain successful and competitive in their markets, explains Dawn Prout, *Project Coordinator* for Government Programs in the Department of Corporate and International Training at NAIT.

Prout, who was a member of the team to India, was particularly impressed with the quality of the workers whom they encountered. "The candidates we met with are extremely skilled, enthusiastic, and already possess international work experience. Most have worked in their trade in countries such as United Arab Emirates, Saudi Arabia, Oman, USA, and Singapore."

Neil Bowker, Director of Workforce Strategies at PCL says NAIT's knowledge of the Indian market place and local culture as well as the recruitment and assessment process helped sift through the many qualified and experienced people who turned up.

Successful applicants will be eligible for a work permit under the Temporary Foreign Worker program. The permits can range from one to three years in length and are issued by the Government of Canada.

Federal Grant for Energy Education Awarded to Western Iowa Tech Community College **College News Release**

Western Iowa Tech Community College (WITCC) has received a \$2,254,876 grant from the U.S. Department of Labor to develop a renewable energy education center, to be known as the National Boiler Training and Renewable Fuels Institute. The grant, which will be awarded over three years, has been funded under the President's Community-Based Job Training Grants Initiative.

The training institute, which will be housed at WITCC, will provide training related to the boiler trades and renewable fuels industry. The primary audience is the current employees of refineries located in the Siouland tri-state area as well as individuals interested in obtaining the skills and knowledge that will prepare them for employment in the state-of-the-art renewable fuels industry.

The training will be delivered in a modular format through workshops, seminars and classroom instruction as well as by means of on-site training sessions at various plants in the area. Depending on the needs of the client, the training can be delivered in a small group setting or a large classroom environment.

The grant will also support the development of a one-year career skills certificate, offered through the Corporate College, with two tracks. The stationary engineer track is designed for employees who operate boilers. The boiler technician track is designed for employees who install, maintain, repair and troubleshoot boilers.

Bob Shmeckpeper, manager of the project, said, "Western Iowa Tech was selected for this opportunity due in large part to the college's enviable reputation for delivering quality education. The college is uniquely situated to meet the training requirements of the ever-expanding ethanol and biodiesel industries located in the tri-state. This is a collaborative program between the U. S. Department of Labor, WITCC, and its training partners. It will enable people currently working in the industry to enhance their skills and ensure that there is a qualified pool of candidates for new jobs in this high-growth industry."

NWCC Firmly Behind National Call for More Trades Training and Support **College News Release**

Northwest Community College (NWCC) is backing a call for action by the Association of Canadian Community Colleges (ACCC) to address this country's critical shortage of skilled trades people.

In a recent national news story, ACCC President James Knight stated that Canadians need to understand the degree of this shortage and the need for more skilled trades people now and in the

future. He pointed to two reasons for the shortage. The first is the expected wave of baby boomer retirements. The second is the adverse social perception of skilled technical trades careers compared to those following from more academic programs.

In an effort to meet this existing and future demand, Knight spearheads a group of about 40 organizations lobbying for increased investment in education for skilled trades. The group recently lobbied the House of Commons for an additional \$3.7 billion over five years to modernize and re-capitalize Canada's colleges.

NWCC President Stephanie Forsyth echoes the call and states that more investment is needed. "The College has been responding to the trades deficit for many years; with more appropriate funding we could do more. In recent years, we have stepped up the number of trades programs, largely due to partnership arrangements with First Nations bands and school districts. The provincial ITA has been a supporter of our efforts, but more is needed. We need to broaden the range of programs we offer, particularly in upper level apprenticeship offerings," Forsyth said.

Forsyth points to a high demand throughout the College region as a reason for expanded partnerships with area high schools and First Nations. The College offers the ACE-IT program in partnership with five school districts, enabling high school students to complete a first-year trades credential while earning up to 16 high school graduation credits. And it offers an increasing number of trades programs in First Nations communities, including carpentry, plumbing, electrical and residential building maintenance in the Nass Valley through its partnership with Wilp Wilxo'oskwhl Nisga'a (WWN).

Since 2005, NWCC has tripled its trade program offerings says Margo Van Der Touw, the College's Dean of Trades. Much of the growth is due, she says, to those partnerships. "The people in the Aboriginal villages are a significant and underutilized resource in meeting the skilled trades shortage," says Van Der Touw. "Programs such as the 50-week construction trades program running in Old Masset is one example of the creative partnerships that bring training to students who would otherwise not have access."

Northwest Community College offers a variety of trades training courses in both foundations programs and apprenticeship training. The former prepares students with entry-level skills required for work in trades. The latter, for indentured apprentices, combines formal classroom technical training with on-the-job training to earn the journey person classification.

Provincial Investment in trades training has increased by approximately \$17 million since 2005. The budget for trades training at NWCC has grown from \$1.13 million in 2005 to \$1.97 million in 2008 – an increase of almost 75 per cent.

International Students Boost Nelson Economy Institute News Release

New research by Nelson Marlborough Institute of Technology into the economic impact of international students has revealed that last year they added over \$13.4 million to the local economy.

The research surveyed 118 international secondary, tertiary and English Language School students in the region. The education providers who took part in the survey were Nelson Marlborough Institute of Technology (NMIT); Nelson College for Girls; Nelson College; Nayland College; Waimea College; Garin College; Motueka High School; Golden Bay High School and Nelson English Centre Ltd. The

118 students (96 equivalent full-time students (EFTS)) who took part at the survey come from 21 different countries. Most of them are Asian countries (70%) and a few from Europe (19%).

NMIT CEO Tony Gray says the research was undertaken because the economic impact of these students was unknown. "Last year we had an estimated 772 international students across all the education providers. That's a significant number of students and this research shows us how they contribute to the local economy.

The \$13.4 million is a combination of total student expenditure for the year (\$12.48 million) plus the added financial flow-on effects of their spending on local business as well as the estimated amount spent by family and friends who come to the region to visit the students.

Of those surveyed, 34 percent are visited by either friends or family. On average they are visited by 2.4 people who stay in Nelson for 16 days and in the rest of New Zealand for 23 days a year. The amount spent by individual students varies between secondary and tertiary students. The figures are made up of personal and living expenses plus tuition fees. The survey showed a difference in the travel spending habits between the European and Asian students. The expenditure of European students for the trips away within the Nelson region is two or three times higher than those of Asian students.

The cost of purchasing a car has not been included in the expenditure figures. The research showed that 38% of tertiary students own a car. The costs ranged between \$1,000 and \$12,000, with the average cost to purchase of \$3,600.

Tony Gray says the conclusion from their research is that international education is a valuable industry for the Nelson region. "Nelson has a long-standing reputation as a quality provider of international education and for the first time we can translate that benefit into financial terms.

"With each full-time student spending between \$23,000 and \$31,000 a year you can see how quickly the numbers add up. As a community we really need to recognise the value of each and every international student not just in monetary terms, but also for the cultural interactions and internationalization they bring to us. It's a huge benefit that we can experience a range of cultures from more than 20 different countries right here in Nelson," says Tony Gray.

Conestoga Committed to Support Unemployed Workers through Second Career Strategy

College News Release

A new campaign has been launched to urge laid-off workers seeking retraining to consider programs at Ontario's public colleges and institutes. Under this initiative, applicants may be eligible for funding to help with their retraining costs under the Ontario government's new Second Career Strategy program.

Second Career Strategy will direct \$355 million province-wide over a three-year period towards new career education for more than 20,000 recently unemployed workers. Conestoga College will play an active role in launching the program.

"Conestoga embraces the opportunity presented by Second Career Strategy to assist individuals in our region in their efforts to find new, rewarding and stable career directions," says Conestoga President John Tibbits. "Ontario's public colleges deliver high-quality, credentialed programs that prepare people for lifelong employment in meaningful careers, and we certainly are looking at applying

Conestoga's innovative, entrepreneurial approach to develop new pathways that address the needs of Second Career Strategy participants."

To help laid-off workers find the training programs that suit them best, the Ontario's public colleges and institutes have launched a public awareness campaign that includes college websites, a new province-wide toll-free line, and information materials for employment offices.

Specific information about opportunities at Conestoga can be found by going to the website homepage www.conestogac.on.ca and clicking on the items related to the Second Career Strategy, or by going directly to www.conestogac.on.ca/secondcareer/strategy.jsp.

Ontario's public colleges currently educate and train more than 200,000 full-time students and more than 250,000 part-time students. More than 90 per cent of college graduates find employment within six months (Conestoga's rate exceeds 93 per cent), and more than 93 per cent of employers report being satisfied with the quality of the graduates hired.

"Ontario's colleges are encouraged by the decision of the provincial government to provide support to help laid-off workers get retraining," President Tibbits adds. "Our programs, our experience and our effective approach to career-related education are the best option for people seeking retraining. The people who enter our programs will get the training they need to find a new career for life

Heat in the Kitchen - NAIT Competes At Culinary Olympics **Submitted by Sherri Krastel, Manager, Department of Corporate Communications**

A team of students, instructors and alumni will be turning up the heat in kitchens across Erfurt, Germany at the Culinary Olympics, Oct. 18 to 22. Culinary Team NAIT will be competing in an Olympics that is expected to draw competitors from over 54 countries.

The team has been training hard for the past year for this competition, which occurs every four years. As the start date draws near, the training has intensified. The team recently completed a marathon 24 hours of non-stop preparation over one weekend.

The Olympic rehearsal started at 8 a.m. Saturday morning with the young chefs preparing their dishes as though in full competition mode. Their final presentations were in place for evaluation by early Sunday morning.

While they're all travelling to Germany as part of NAIT's culinary school group, the five student members will be competing individually. There are several teams from Canada. Vinod Varshney, Head of the School of Hospitality and Culinary Arts will be managing the NAIT contingent. He will also be competing as part of Team Alberta. "This is big, just like the sports Olympics," he says. And, added team coach Norman Brownlee, it's just as exhausting.

"We probably started out with 30 students who expressed an interest (in competing), but slowly they started to drop out. It takes real commitment to be able to do this and see it through," says Norman, himself an instructor in the School of Hospitality and Culinary Arts. He will be taking part in the dessert competition.

NAIT's track record at the Olympics is remarkable. In 2004, Team NAIT came home with two gold medals and two silver medals in individual competition, besting opponents from dozens of countries.

The Culinary Olympics are the oldest and most prestigious international culinary competition in the world. It is being held in Erfurt, Germany, for the first time in its 100-year history. The first Olympics were held in 1900 and consisted of four nations competing in a local cooking contest at the Frankfurt fairgrounds. Since that time the event has grown to include more than 750 chefs from more than 50 nations, and has events for individual competitors as well as national, regional, student and military teams.

32 Chinese Professors Study Active Learning at Century College College News Release

For the first time ever, Century College this summer welcomed 32 Chinese professors who traveled here to study active learning strategies and immerse themselves in American culture. The professors from Soochow University, a highly selective institution in Suzhou, China, spoke English fluently, but they had never been to an English-speaking country before. Interacting with Century faculty and students, the visitors learned many English words and phrases such as “you bet,” “make my day” and “pick your brain,” which are not found in the English-language textbooks in China.

“We are so impressed with the vitality and vigor of your culture,” Quanming Zhu, director and vice chair of the Soochow English Department, told Century faculty and staff during the visiting professors’ presentation on China’s architecture, culture and Olympic plans. “Century College is a place where our two cultures meet.”

The professors, who arrived in Minnesota July 10 and departed Aug. 1, said their daily workshops at Century taught them that they can use service learning, group dynamics, research papers and lecture to guide student learning. Prof. Michele Neaton, coordinator of Century’s Center for Teaching and Learning, told the visitors that incorporating more active learning into their classrooms sometimes means giving shorter lectures and then dividing the class into smaller groups for student-led discussion or projects.

“When teachers act as facilitators of learning, it helps students discover things on their own rather than simply absorbing what someone is telling them,” said Neaton.

During one active-learning workshop, Prof. Rob Jersak pointed out that students’ initial fears and anxiety can be minimized by introducing an ice-breaking activity such as tossing around a “question ball” that is actually a beach ball with questions written all over it. Students who catch the ball have to answer one of the questions on the ball, such as “What famous person would you like to meet?” or “What is your favorite animal?”

The activity was popular with the Chinese professors, who responded with smiles and enthusiasm when they caught the question ball. Their answers, characteristically, were very polite. For example, in response to the question about what famous person they would like to meet, one professor replied, “The president of Century College.”

“It’s been an incredible experience for our guests and for the Century community,” said Prof. Tracey Wyman, director of international education at Century. “We have all learned so much. And this is just the beginning.”

International Vocational Education and Training Association (IVETA) Youth Unemployment Conference

Submitted by Barb Herrmann, Executive Secretariat - IVETA

Youth unemployment is a major problem for most developed and developing countries. High youth unemployment results in economic and social consequences. Economic consequences of youth unemployment include waste of human capital, skill shortages if youth do not have appropriate skills, waste of public and private resources if education/training is inappropriate, illegal migration, brain drain, and poverty. Social consequences include potential idleness and criminal behavior, increasing demand for social services, high birth rates, and human rights issues.

IVETA is sponsoring a one-day conference on youth unemployment December 3, 2008 in conjunction with the Association for Career and Technical Education (ACTE) www.acteonline.org in Charlotte, NC, USA. For information on the agenda and to register for the one day IVETA conference go to www.iveta.org.

Fiona Haynes from Christchurch Polytechnic Institute of Technology will be speaking at the conference on "Sandpits & Simulated Sub-divisions." Fiona is taking part in a faculty exchange with Alexandria Technical College in Minnesota and will be attending ACTE. Her paper covers the innovative approach that CPIT has towards provision of training in infrastructural areas such as commercial construction, electrical power distribution, highway, government, and training providers and is an effort to attract more students into engineering programs. Additional presenters include: Robin Horn, Manager, Education Network World Bank; Roddy Henry, Scottish Further Education Unit; Janet Bray, Executive Director, ACTE; Andrew Gaynor, Training Manager Corridors College, Western Australia; Cornelius Motsisi, Botswana Training Authority, Gaborone and Michael Murphy, Former Chief Education Enrollee Unit, Department of Labor, Washington, DC.

The cost of the one-day conference for IVETA members is \$45 and \$55 for non-members. The cost includes lunch and all program materials.

Kwantlen Polytechnic University Inauguration Kwantlen News Release

On April 22, 2008, the government of B.C. re-designated Kwantlen as a university and Premier Campbell announced that Kwantlen University College will become Kwantlen Polytechnic University.

During the week of October 3, 2008, a series of celebratory events were held to officially transition the institution to its new status and name. Kwantlen will hold several formal and celebratory events including an Inaugural Convocation (to install a Chancellor and President) and on-campus celebrations throughout October to ensure that all our students, employees, campuses and communities are meaningfully recognized.

PIN Faculty/Staff Exchange-Visit Program

Applications are currently being taken for the Faculty/Staff Exchange Visit Program. The exchange and visit program is designed to facilitate faculty and staff exchanges and visits among PIN member colleges. The exchanges and visits are designed to enhance the professional development of faculty/staff and to further international understanding of two-year colleges. The colleges are expected to support and facilitate the

exchange/visit process. The college and the faculty members develop the exchange or visit to meet their institutional and individual objectives.

PIN will award two \$1,000 (US) stipends to facilitate faculty exchanges and visits to each country for the academic year. It is expected that the college will match the dollar amount of the stipend. The match will be cash or an in-kind contribution.

Process

1. The Faculty Exchange and Visit Program Application Form should be used.
2. The program criteria must be addressed in the application.
3. The narrative should be no longer than 1000 words.
4. The college president/principal and the faculty/staff member must sign the application form.
5. If there is a need for assistance in identifying a host college, PIN will assist in identifying appropriate host colleges.
6. Faculty Exchange and Visit Program Application are submitted to Executive Director, Bill Warner.
7. The Executive Committee reviews all applications at the annual meeting.
8. The Executive Committee will identify the award recipients.
9. The PIN Executive Director will notify the successful and unsuccessful applicants.
10. The \$1,000 (US) stipend check will be sent to the college president, who will make the award to the faculty/staff member.

Forward your Faculty/Staff Exchange and Visit applications to Bill Warner, Executive Director.

PIN Executive Committee

The current PIN Executive Committee membership includes:

Australia:	John Maddock, Box Hill College (Past PIN President)
Canada:	Irene Lewis, SAIT Ron Common, Sault College
New Zealand:	Phil Ker, Otago Polytechnic
United Kingdom	Craig Thomson, Adam Smith College (PIN President)
United States:	Clyde Sakamoto, Maui Community College Joe Sertich, Sertich Consulting Greg Smith, Central Community College
Executive Director:	Bill Warner, US

The role of the Executive Committee is to:

1. Plan and develop objectives and activities for the organization;
2. Initiate policies and implement policies of the Network;
3. Make recommendations regarding annual membership fees;
4. Review, in context, the participation of PIN members and make decisions about continued memberships;
5. Determine the budget for administrative tasks of the organization;
6. Communicate the decisions taken at its meeting to the membership in semi-annual newsletters; and
7. Facilitate the securing of external resources for PIN projects and encourage members to do the same.

For more information about this Newsletter or PIN contact: Dr. Bill Warner, Executive Director
E-mail: warne017@umn.edu

